

Trainer's Guide

Module 2.1

Communication needs and importance



Presenter's name: _____

Date: _____



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1. Introduction

This section presents the notions of communication and communication functions. It is the first chapter in module 2 (Communication needs and importance).

Chapter 1: Communication and communicative functions

Chapter 2: Communication partners and their roles

Chapter 3: Impact of IDD on communicative functions - Support needs

Chapter 4: What is inclusive communication

Chapter 5: Support decision making

2. Materials needed

The slides for this presentation (COM-IN_PR3_2_1_Communication and communicative functions.pptx).

A projector.



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3. Slides and trainer's notes


Content:




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Slide nº: 2 Estimated time:



Module 2. Communication needs and importance



Chapter 1: Communication and communicative functions
Chapter 2: Communication partners and their roles
Chapter 3: Impact of IDD on communicative functions - Support needs
Chapter 4: What is inclusive communication
Chapter 5: Support decision making


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SLIDE CONTENT


Module 2 Chapter 1 (Communication and communicative functions)
Module 2's content

NOTES

Slide nº: 3 Estimated time:



Module 2. Communication- needs and importance



Chapter 1: Communication and communicative functions

Learning Objectives

- Understand what is communication
- Understand the different functions of communication
- Understand the purpose of communication and its different components

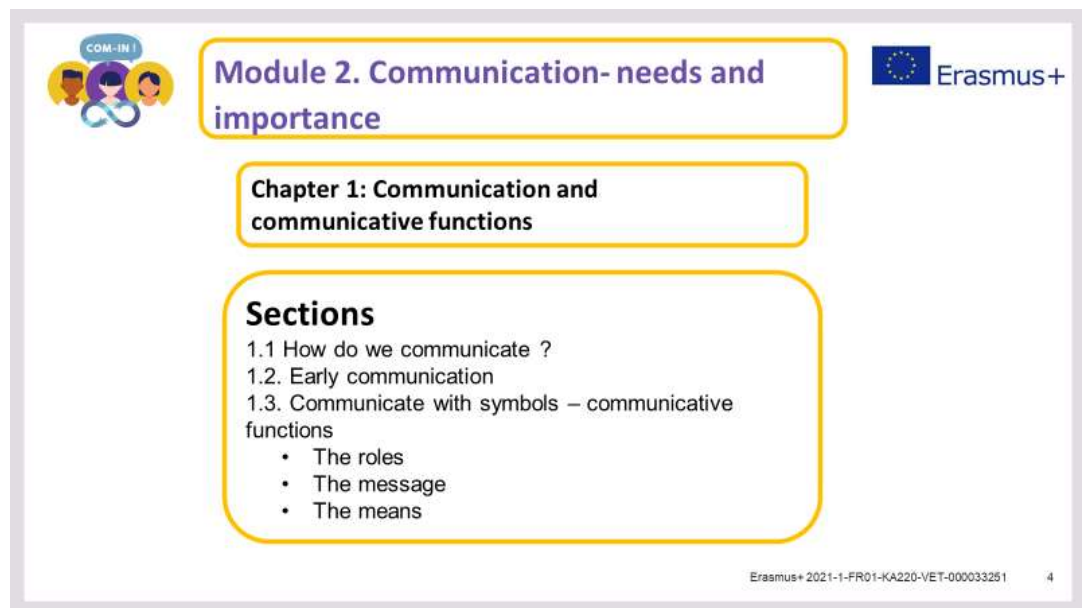
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Module 2 Chapter 1 (Communication and communicative functions)
Learning objectives

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Slide nº: 4 Estimated time:



Module 2. Communication- needs and importance

Chapter 1: Communication and communicative functions

Sections

- 1.1 How do we communicate ?
- 1.2. Early communication
- 1.3. Communicate with symbols – communicative functions
 - The roles
 - The message
 - The means

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SLIDE CONTENT

Module 2 Chapter 1 (Communication and communicative functions)
Overview of the chapter

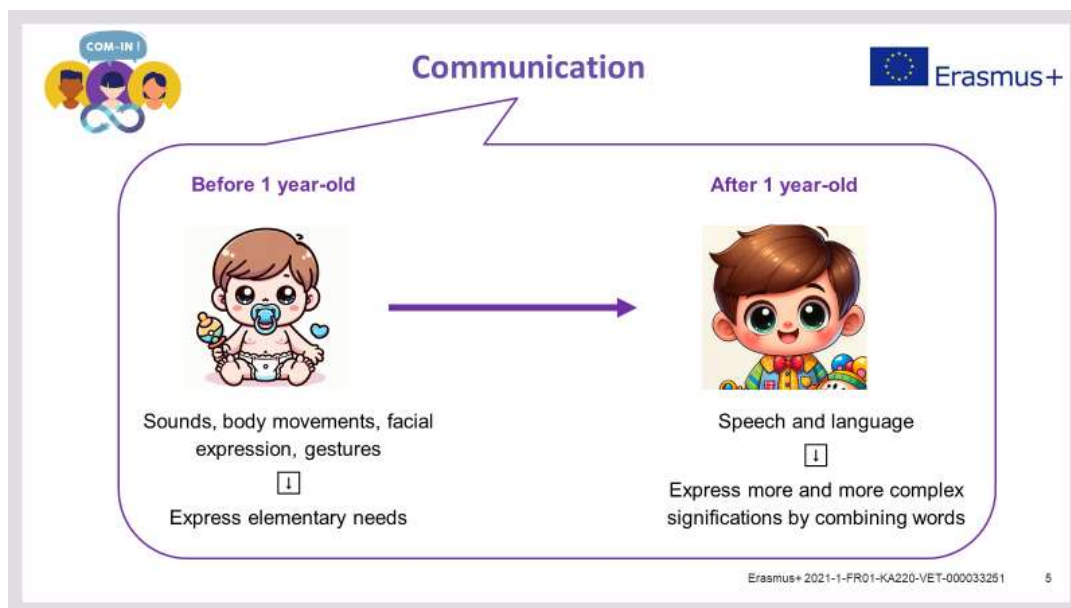
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SLIDE CONTENT

Module 2 Chapter 1 (Communication and communicative functions)

Children communicate before they can speak.

They use a **wide range of means**, including gestures, to express their needs.

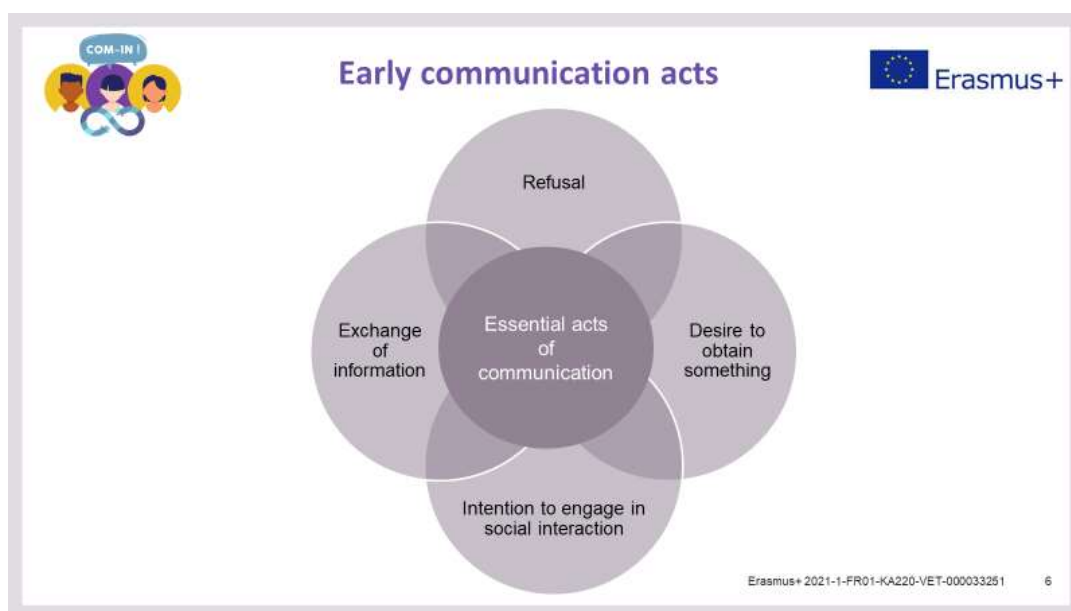
The emergence of **language enables children to manage certain communication** situations more effectively, although this does not bring about any major revolution in the communicative strategies already in place. There are gestures of:

- Acquiescence (e.g. nodding),
- Refusal (e.g. arm outstretched palm forward),
- Goodbye (e.g. hand raised and waving
- Request (e.g. arm outstretched and index finger pointed forward).

Language does not emerge from nothing but is preceded by communicative behaviours, including conventional gestures to express intentions and needs. These gestures continue to be used in adults and children.

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Module 2 Chapter 1 (Communication and communicative functions)

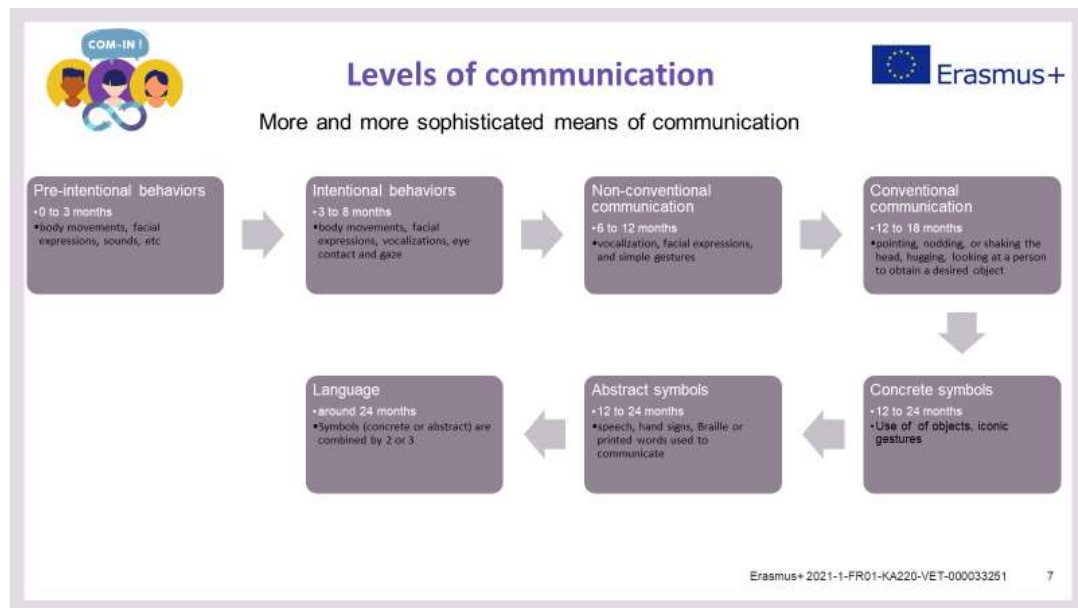
To **communicate** is to **transmit information** to a receiver or to seek to bring about a change of attitude or a specific action.

In the 1950s, the linguist Roman Jakobson devised a model of communication to understand the factors involved in any communication situation.

He identified and described **6 fundamental communication functions**, i.e. the elements necessary for any communication between a transmitter and a receiver

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SLIDE CONTENT

Module 2 Chapter 1 (Communication and communicative functions)

- From 0 to 3 months - Pre-intentional behaviours
 - Reflex behaviours reflecting general state (comfort, discomfort, hunger, fatigue, etc.)
 - The child's states are expressed through body movements, facial expressions, sounds, etc.
- From 3 to 8 months - Intentional behaviours
 - Behaviours under the child's control but not used to communicate intentions,
 - Does not realise that he can use his own behaviour to control the behaviour of another person,
 - The adult interprets the child's needs and desires through behaviours such as body movements, facial expressions, vocalizations, eye contact and gaze.
- 6-12 Months - Non-conventional Communication
 - Unconventional pre-symbolic behaviours used intentionally to communicate (not socially acceptable in older children)
 - These include body movements, vocalisations, facial expressions, and simple gestures (e.g., pulling someone's hand to get their attention).
- From 12 to 18 months - Conventional communication
 - Conventional pre-symbolic behaviours used to communicate intentionally.
 - (socially acceptable and can still be used in adult language)
 - These include pointing, nodding, or shaking the head, hugging, looking at a person to obtain a desired object.
 - Some vocalisations can be used

From 12 to 24 months

- **Concrete symbols**

- Concrete symbols look like what they represent and are used to communicate.
- They include images of objects (a shoe lace to represent a shoe), iconic gestures (tapping a chair = "sit"), and sounds (buzzing = "bee")
- Many children skip this stage and go straight on to stage 6.
- For some, concrete symbols are the only symbols that make sense to them, while others use them as a springboard for using abstract symbols.

Onset between 12 and 24 months

- **Abstract symbols**

- Abstract symbols such as speech, hand signs, Braille or printed words used to communicate are not non-physically like what they represent.
- At this stage, the child uses only one at a time

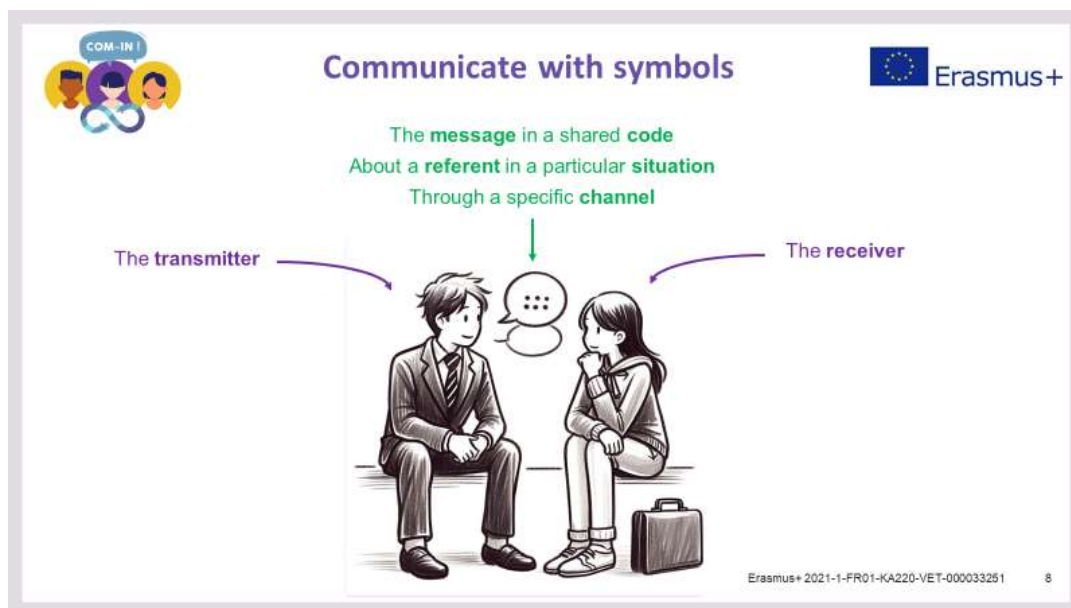
Onset around 24 months

- **Language**

- Symbols (concrete or abstract) are combined by 2 or 3 ("want ball", "me go") according to the grammatical rules of the language.
- The child understands that symbols can have different meanings depending on how they are arranged.

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Module 2 Chapter 1 (Communication and communicative functions)

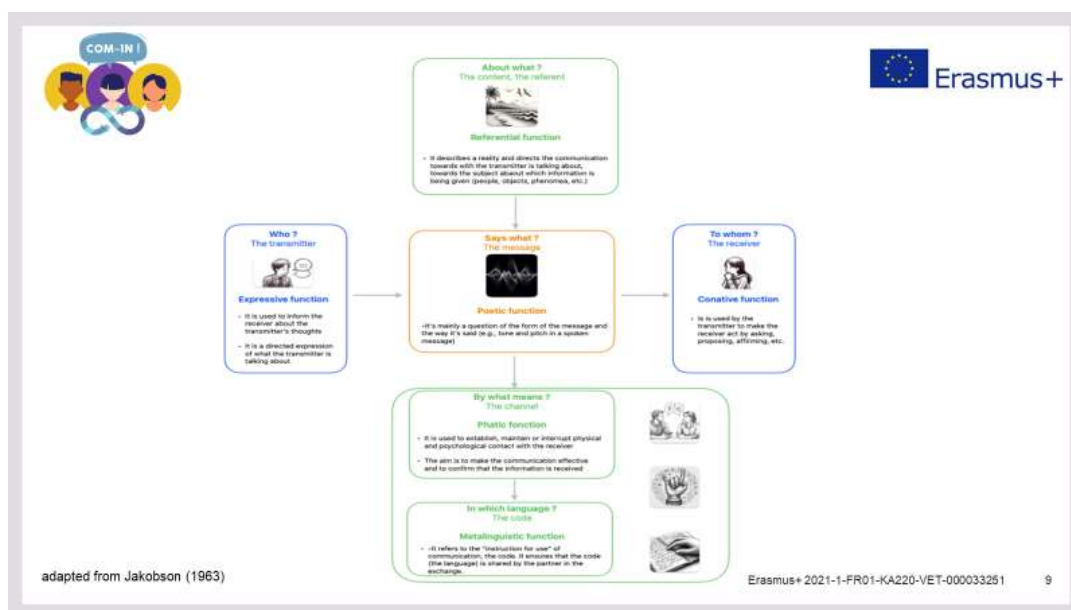
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Module 2 Chapter 1 (Communication and communicative functions)

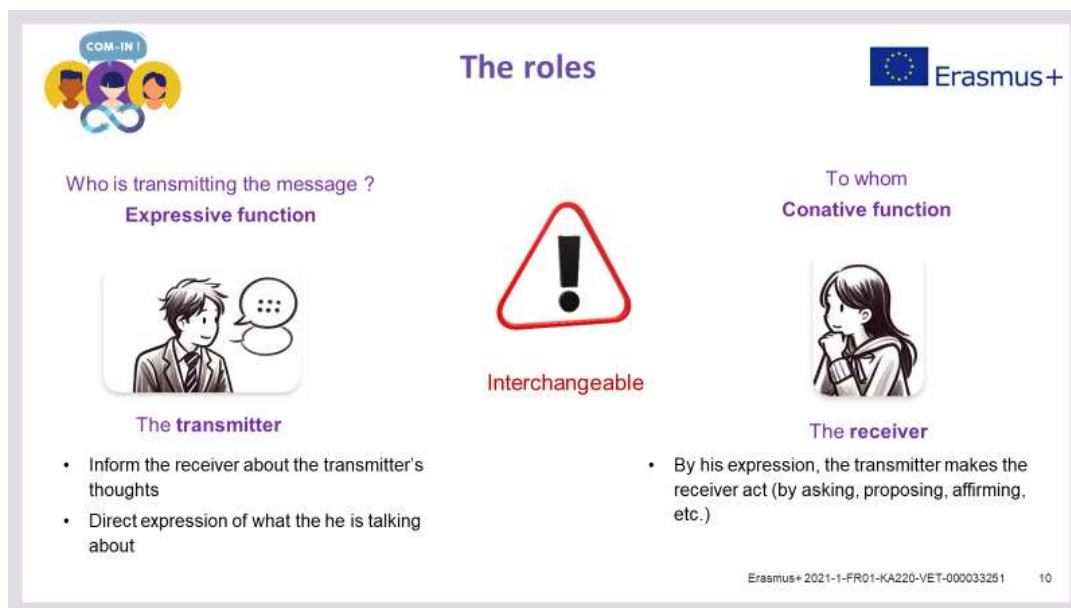
In a communicative situation, a message (a production) is transmitted to a receiver in a shared code. The channel represents the physical path by which the message passes from the transmitter to the receiver. Different channels can be used for communication. They correspond to the different sensory modalities. Depending on the situation, they are used individually or together.

In people with IDD, there are major difficulties in effectively assuming the roles of transmitter and receiver.

In addition, the quality and content of the message are also affected by the intellectual disability in general and the specific characteristics of the individual.

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Module 2 Chapter 1 (Communication and communicative functions)

The transmitter needs:

- A rich and diversified lexical stock and the capacity to combine words into sentences

The receiver needs:

- Integrity of sensory systems: hearing for oral language, sight for the use of communication systems based on pictograms, touch for the use of Braille.
- A rich and diversified lexical stock
- The capacity to understand simple and complex sentences
- The ability to decode facial expression and intonations → identifying and understanding emotions

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The message

The form

Poetic function



- The way the message is said : tone, timbre, pitch



The content

Referential function



- Describe a reality, an event, an object, etc.

can be discordant, particularly in the context of sarcasm, humour, irony, etc.

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Module 2 Chapter 1 (Communication and communicative functions)

To convey a message properly, you need to be able to express it appropriately (accentuate it, add emotion, etc.) and provide relevant content.

Two functions come into play here :

Poetic function = The ability to use voice (and face) to modulate a message, give it the right inflection (e.g. to differentiate between a command, a question, a comment, etc.) and express emotions.

It refers to the way in which the message is said (its form)



Referential function = The ability to determine the useful and relevant information to be transmitted to the communication partners (what does/doesn't he know about the situation?). It is part of the pragmatics of communication

It refers to the relevance of the message to the subject (content).

Being able to adequately decipher reality and adapt your production to what the listener knows about a situation is vital if the message is to be effective.

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The mean

The code

Metalinguistic function

- "the instruction for use" of communication
- Ensure that the code (e.g. the French language) is shared by the partners in the exchange



The Channel

Phatic function

- The mean used to establish, maintain or interrupt physical and psychological contact with the receiver

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The aim is to make the communication effective and to confirm the information is received

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Module 2 Chapter 1 (Communication and communicative functions)

In a communicative situation, a message (a production) is transmitted to a receiver in a shared code.

The code (metalinguistic function) represents a system of signs that make up the message, for example, an iconic code in pictures, a linguistic code, etc..

For communication to be effective, it is essential that partners share the same code.

In fact, if the person cannot master an oral code for various reasons, it is essential to agree on another code of communication between the partners.

The channel (phatic function) represents the physical path by which the message passes from the transmitter to the receiver. Different channels can be used for communication.

They correspond to the different sensory modalities. Of the five sensory modalities of an individual (i.e. sight, hearing, touch, taste, and smell), sight, hearing and touch are the modalities most involved in communication. Depending on the situation, they are used individually or together.

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